



# Reading First *Lighthouse School*

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## **Naco Elementary Naco School District**

Principal: Pat Marsh  
Coach: Tammi Wilson

### **Leadership:**

- All K-3 classes in Naco School are ELD classrooms except for a third grade class and a first-second grade class. The ELD structure has been implemented and is aligning well with Reading First.
- The principal has expanded Reading First teaching practices throughout this K-8 school.
- She has developed a teacher observation form to give teachers constructive feedback, which requires their response to feedback. The teachers now expect to always receive the feedback after her observations. She has had exceptional success using her forms and plans to use them with the upper grade teachers also.
- The principal's knowledge and use of data drives the school's instructional planning.

### **Assessment:**

- DIBELS results are posted on data boards and are regularly referred to as leadership and teachers discuss student needs.
- The school has a prescribed progress monitoring schedule, and the teachers have taken ownership of the progress monitoring process to ensure all students are on target.
- The reading coach is now very comfortable in making decisions, based on data, and guiding the teachers to plan instruction accordingly.
- All K-3 students have been assessed with phonics screeners and the coach has created a diagnostic class spreadsheet that helps them track student mastery of these skills. This is one of the tools they hope to use as they move toward sustainability.
- They use the "survey level down" process and monitor instructional changes based on the graphs on the progress monitoring booklets.

### **Instruction:**

- The majority of the teachers are consistently willing to use multiple strategies as they deliver direct, explicit instruction. The result is high student engagement and learning.
- Intervention groups are in place for all K-3 intensive and strategic students.
- Student friendly objectives are posted and used with the students in whole group as well as small group instruction.
- The principal and coach continue to emphasize high student engagement in all classrooms so this will remain a high priority for all teachers.

### **Communication:**

- Improved data discussions have led to adjusting groups and instruction according to student needs.

- The coach oversees the grouping of students with similar needs.
- The Reading Leadership Team meets regularly as scheduled on the yearly calendar.
- The principal and coach formally meet to monitor action plans and student progress.
- The SRS prepares a monthly action plan including all the priorities from the Monthly Report and the principal and coach regularly refer to these priorities.
- All K-3 students know their personal reading goals.